Tarbat Old Primary School and Nursery Brochure

'Pupils who are ready and prepared for each step of their learning journey'

2022/2023

Head Teacher: Mrs Gemma Jack

Tel: 01862 871536

Tarbatness Road

Portmahomack

1V20 1YA

Email: tarbatold.primary@highland.gov.uk

The ongoing pandemic continues to affect the normal running of schools in many ways. This Handbook reflects the way the school *usually* runs but does not cover all of the changes that we have made because of the pandemic. Our arrangements have changed in many ways since March 2020, and may well change again, depending on how the pandemic develops. For the most up-to-date information about any aspect of the work of the school, please make contact and we will be able to tell you about our current arrangements. For the latest information about how the pandemic affects children, young people and families across Scotland, please visit the Scottish Government website, which has helpful information about Coronavirus and its impact on education and children.

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Mrs Jack's Welcome

I would like to wish you a warm welcome to Tarbat Old Primary School. I hope you will find this handbook useful and informative. Please contact me directly if you have any questions or queries. My email address is gemma.jack@highland.gov.uk

The purpose of sharing this with you is to:

- Communicate the ethos of the school and provide a warm welcome for parents to the school.
- Help parents choose a school.
- Prepare their child for school.
- Act as a reference tool whilst their child is at the school.

Tarbat Old Primary School provides education for children from Nursery through to Primary 7. We are a small, family-orientated, two-teacher school in the seaboard village of Portmahomack. The school is part of a cluster arrangement with Hill of Fearn Primary School which is 7 miles away. We have committed staff members who know the children and families very well. The majority of our children are from the catchment area.

The role of the school at present (Nov 2021) is 42, organised into two classes P1-4 and P5-7. We also have 10 children in the Nursery, which is situated in the old school house. Tarbat Old is a non-denominational school.

But don't just take my word for it! Here are some quotes from our present pupils:

'All the teachers are really nice and we are like one big happy family.'

'I like this school because everybody is positive and nice.'

Key Information

Admission Arrangements

P1 enrolment will take place week beginning 31st January 2022.

Early learning and childcare enrolment will take place week beginning 14th February 2022. Enrolment forms can be filled in online at https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Special arrangements are made for pre-school children to visit the school for three mornings during the summer term before their entry to school. The children will meet their prospective teacher and become familiar with their classroom. There will be an opportunity during one of these sessions for parents to meet with the head teacher to answer any questions you may have.

Older children enrolling in the school and those who join the school after the start of session are asked to contact the school to arrange a visit.

Placing Requests and Catchment Area

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Applications must be made to Mr Derek Martin, Care & Learning Manager – Mid, Care & Learning, 84 High Street, Dingwall. Tel: (01349) 868603. placing request forms can be obtained from https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live out with the school catchment area and their parents wish them to attend Tarbat Old Primary School they can contact Mrs Jack to arrange a visit on 01862 871536

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

Transport

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk

Pupil Absence

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on the school number **01862 871536**. When returning to school after an absence, the parent or guardian must give **written** reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc., pupils need to bring with them a note from parent or guardian. Where at all possible, medical and dental appointments should be made outwith school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering
https://www.highland.gov.uk/info/878/schools/32/school_term_dates
If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact their child's Named Person in the first instance, Gemma Jack HT

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact Mr Derek Martin, Care & Learning Manager – Mid, Care & Learning, 84 High Street, Dingwall. Tel: (01349) 868603

Our Nursery

'Ready and Prepared'

We are delighted to welcome you to our nursery and our school. We hope you will feel relaxed as you and your child become part of our family at the school. We hope we provide a warm, friendly atmosphere in which children thrive.

Our emphasis is learning through play and being stimulated to discover ourselves, each other, our environment and the world at large. All of our activities are well thought out and planned in advance however we adapt and change depending on the children on the day or a special event, etc. Play encourages social, emotional and academic learning as well as physical development which is why we place such an emphasis on play.

We work together with you and we hope that we can build on this partnership over the years. You are welcome to speak with us informally at any time and we encourage you to take an active role in nursery life.

The nursery is not just part of the school but fully involved from using the facilities such as the gym, to taking part in school productions, joining activities with the infant class, etc. Our learning philosophy is to get things right in the nursery and to build from there. You and your child are very important to us.

Staff

There is a team of workers in the Nursery and these people are available to discuss anything with you on a daily basis.
Please see the notice board for our procedures and general information. We are part of Tarbat Old Primary School and enjoy the privilege of the whole school resources as well as being part of the staff in the school.

The Early Years Practitioners work with the children daily. The Head Teacher has overall responsibility for planning, strategy and staff, working with the staff on a regular basis.

Early Years Practitioner (Qualified)
Mrs Alison Munro

Early Years Practitioner (Qualified)
Mrs Muriel Marshall

Early Years Practitioner (Training for qualification)
Mrs Denise MacCaskill

Health Visitor
The named person for nursery children is the Health Visitor. Jacquie Logan can be reached at Tain Health Centre, Craighill Terrace, Tain, IV19 1EU and on telephone 01862 894098.

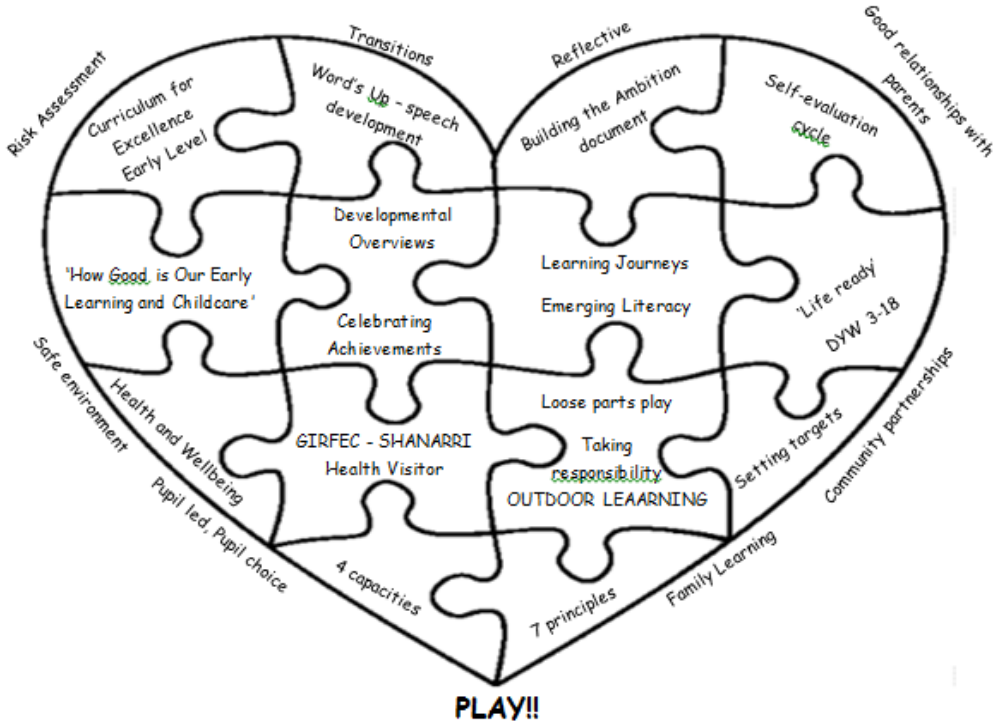
Nursery Aims

In our Nursery we aim to:

- Work towards a provision which encourages every child to be safe, healthy, achieving, nurtured, active, respected, responsible and involved.
- Provide a broad range of appropriate pre-school experiences in line with Curriculum for Excellence 3-18 in order to prepare children for the next part of their education.
- Respect and involve parents in the care and education of their child.
- Provide a high level of childcare using How Good Is Our Early Learning and Childcare document as guidelines for implementing new procedures, policies and to further improve the standard of care provided via monitoring and self-evaluation.
- Identify and provide relevant training for staff, including that required to meet the SSSC registration requirements.
- Promote equal opportunities for all.

(Updated November 2017)

Nursery Information



Times
Nursery is open daily 9am – 3pm.

Flexibility
Although open for 6 hours you may want to choose to put your child for less hours, e.g., 9am – 12, or 9am – 1pm. Your child must arrive and be collected on the hour, or be collected any time after 2.30pm. You will be asked what hours you would prefer at your child's induction session. The hours that you choose will be set for a term and can be changed the following term if required.

Security
The outside door is locked and has an alarm fitted. The play area outside is enclosed. These measures are taken to make everyone feel safe: you, your child and the staff. Please could you ensure that both bolts on the gate are closed at all times to ensure the continued safety of the nursery children.

Absence
If your child will be absent from nursery, please inform the school by 9.15am. The number of the school is 01862 871536 and the direct nursery line (should there be no answer on the main school line) is 01862 871190. You can also contact staff via SeeSaw.

The Nursery Space
The nursery has two main rooms: one for wet play and snack time, the other, carpeted for group time (when we develop a specific skill together), etc. There is a cloakroom where each child has his/her own peg and there are toilets exclusively for the use of the children in the nursery. The rest of the school can be accessed e.g. the gym, playground, musical instruments, etc. Very quickly your child will understand the daily routine and where everything is kept! (They are encouraged to find their games, jigsaws, etc. and to put them back when they are finished).

Collection of Children
As we want to pack as much into the morning as possible we start straight away at 9.00am and we would encourage you and your child to be as prompt as possible during arrival time. Please ensure you sign your child in and tell us who will be collecting them as well as the time that they will be collected. The person who collects your child should be a responsible adult. If at any point you arrange for someone under the age of 16 to collect your child, please give us your permission in writing. Please be prompt in picking up your child as staff are not paid after 3pm.

If you are delayed in any way, just phone the school and a message will be relayed to the nursery where the staff will understand and be able to reassure your child. Please also call to tell us if someone different will be collecting your child from nursery – we will not let your child go unless we know that we have your permission.

Early Closure
Should the nursery need to close earlier than normal you, or the emergency contact, will be contacted by telephone. All parents will also be sent an announcement on Seesaw. There is a school info line which the Highland Council has set up. To hear information about the school you should dial:
0800 5642272
04 3110
Further information on adverse weather is on **page 20.**

Major Incident in the School
If a major incident happens the children will be evacuated to the golf club car park where a detailed check will be made that all children are safe. If it is then decided that a safe return to the building is not possible we will walk the children to the Castle Hotel to wait for someone to collect them.
Fire practices are held termly.

Clothing

All children must bring a pair of suitable, indoor shoes. Black, slip-on gym shoes are ideal and easy for the child to put on and take off as well as being fairly cheap to buy. Your child should come comfortably dressed for playing in the gym, outside, on the floor, etc. Please make sure that all clothing and shoes are clearly labelled. This should be carried on throughout the school. The nursery children will be using their outside area as much as possible whatever the weather, therefore please make sure that your child has enough warm clothes with them.

Toys

Sometimes we may do an activity in nursery which makes your child think of a game or toy that he/she has at home. Your child may wish to play with it as soon as he/she gets home! Sometimes the children want to bring the game or toy to nursery but we would prefer it if you could keep these at home as we would not like to see it broken or damaged. We are quite sure you understand the various problems which might occur!

Illness

If your child becomes ill or has an accident, we will contact you on the telephone number you have provided. If there is no reply, we will contact your emergency contact number. Please inform us if your numbers change throughout the year.

If your child has been vomiting or had diarrhoea, you are asked not to bring your child back to nursery until at least 48 hours has elapsed since the last attack.

Health

Is your child up-to-date with their vaccinations?

Children receiving out-of-home care, including at Nursery and Playgroup, have more opportunities to come into contact with infections, so it is especially important to make sure that they have had all the vaccinations due. It is never too late to have your child immunised. If they have missed one, you don't have to start the course from the beginning again. Contact your health visitor/GP for further advice.

Protection of Children from Abuse

In terms of its child protection guidelines the Highland Council imposes a duty on schools and all staff to report, by way of laid down procedures, any incidents which may give rise to suspicion that a pupil has been subjected to abuse in any of its forms. This might involve information being passed to other agencies without immediate reference to a child's parents or guardians.

Toilet Training

Highland Council Authority has an equal opportunities policy and children cannot be refused admission to nursery because they are not toilet trained. We will work with you and the school nurse if there is a problem. If your child wears nappies or pull-ups we will ask you to sign a form giving staff permission to change if necessary.

Visits

We value outdoor learning highly at Tarbat Old Nursery and we often go out and about around the village collecting, visiting the shop, learning on the beach, looking at buildings, etc. We create wall displays of things we have seen and learned from our environment. Have a look at some of our displays and the places we have been to recently.

So much learning takes place on visits – even in and around the village of Portmahomack. From using their senses to road safety to social skills – there are opportunities in each visit. Blanket permission letters are issued at the start of your child's Nursery education which covers these trips, and you may even be asked if you want to join us! A permission slip with all the trip details will inform you if the nursery is going further away. Risk assessment is carried out before leaving school premises.

Parent/Nursery Staff Contacts

As you will be dropping off and collecting your child there is an opportunity to speak with the nursery staff daily. Please feel that you can discuss any questions or thoughts about your child that you may have.

Parents and carers are invited in to the school at least twice a year to look through their child's 'Learning Journey' folder, although you can request to see the folder whenever you like.

Mrs Jack is usually in school on Tuesdays and Thursdayss should you wish to speak to her. Please just phone 01862 871536 or pop in.

A Typical Nursery Day

As we have said earlier, learning through play is how our nursery is operated. Play is the means by which we explore a variety of experiences in different situations for a variety of purposes. We aim to make learning fun to stimulate the body as well as the brain. Staff support children's play and challenge their thinking.

Here is a list of the type of activities that your child will be involved in:

- Free play
- Painting
- Sand and water play
- Baking
- Play dough
- Junk modelling
- Gluing
- Jigsaws
- Computer
- Board games
- Construction toys, e.g. building bricks
- Imaginative play
- Building blocks
- Physical activity in the gym or outside
- Listening to stories
- Singing and music
- Learning poems
- Local visits
- Caring for plants
- Group time and Circle Time (the way we deal with personal and social development – see the Head Teacher for further details)
- Being part of school plays, concerts, etc.

Through these activities your child will learn and build on these skills that you, too are working at in the home:

- Cooperation
- Sharing
- Listening
- Talking
- Measuring
- Weighing
- Organising
- Thinking
- Becoming more independent
- Developing self confidence
- Body awareness and self-control
- Developing creativity skills
- Using appropriate vocabulary
- Behaving appropriately

Snack

Part of the daily routine is to prepare, eat and clear away after snack. There are many learning experiences, particularly social skills associated with eating and we encourage all children to try the wide range of snacks on offer while no child is forced to eat anything. Please advise staff if your child has special dietary needs.

Before sitting at the table your child will wash his/her hands. Although it is routine the children are reminded often why they need to do this.

Here is a list of the types of food offered at snack time in keeping with the school's health promoting status:

- Cultural snacks
- Choice of cereals
- Ham sandwich
- Crackers and cheese

Some of the skills developed at snack time:

- manners
- 'small talk'
- waiting in turn
- sharing
- tasting new/different foods
- trying new/different foods
- health and keeping clean

Milk or water is always available to drink and pieces of fruit finish off the snack. This is a lovely social time in the nursery where your child will be encouraged to chat to others as well as to the staff.

Lunch

Lunch is served at 12 noon. The lunches are cooked in the school kitchen but the children eat in the nursery. Lunch needs to be ordered a week in advance, filling in the form in the cloakroom. You can provide a packed lunch for your child if you prefer.

After lunch the children are encouraged to brush their teeth.

During lunchtime, children will be encouraged to develop independence when using a knife and fork, develop their social skills as well as trying new foods etc.

Routine

The typical day at Nursery looks like this:

9.00-9.05	Together/Registration time
9.05-10.00	Free play time (supported by staff)
10.00 – 10.15	Story and singing
10.15 – 10.40	Snack
10.40 – 11.50	Garden/Hall games (if wet)
11.50 – 12	Prepare for lunch
12.00 – 12.40	Lunch and tooth-brushing
12.40 – 2.20	Free Play time (supported by staff)
2.20 – 3.00	Outside/Home

However, we are flexible: sometimes we go out on visits or use the hall for physical activities, drama etc. The day may also include a group time, which will involve an adult led skill session. Your child will have a space on the wall to display anything done, that they want to put up as well as a name badge which acts as a 'clocking in' system in the morning.

We regularly observe the children to monitor their progress to inform our planning. A profile is kept in the Nursery on each child and is available for parents to see at any time.

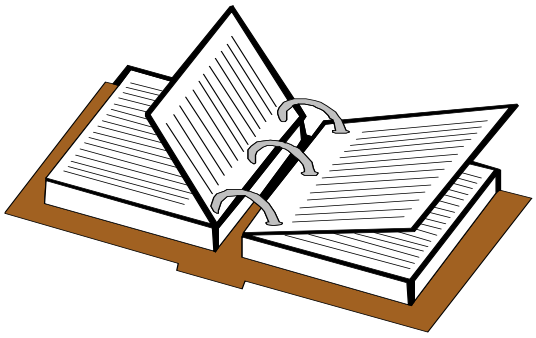
Great fun is had by all!

School Information

Head Teacher	Mrs Gemma Jack
Class Teachers	Mrs Susan Munro Mrs Sally Cameron
Principal Teacher (for the cluster)	Mrs Ann Allan
Clerical Assistant	Mrs Dorothy Brauer
Pupil Support Assistant	Mrs Margaret Milne
Facilities Management Assistant	Mr Alan Mohan
Visiting Teachers	Strings Instructor : Mrs Debbie Ross Drumming Instructor: Mr Roy Hamilton Physical Education: Miss Norma Swanson

The School Day

For this session, the following times apply:



9.00 am	Classes begin
10.35 -10.50am	Morning break
12.30-1.15pm	Lunch
3.00 pm	School ends.

Term Dates and Holidays

You can view these at

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

Opportunities to be involved in activities, sports and outdoor activities

Throughout the year we take many opportunities to have visitors into the school to work with the children on a range of activities e.g. drama, dance, emergency first aid, rugby, music etc. All children have a variety of opportunities within these.

We have an active schools coordinator who helps to organise sporting events for the children both within the school and with other schools in the area. Some of these are to give tasters of sports and activities, others are competitive.

Each year we participate in the Rotary Quiz, swimming gala, cross country, Inver Fun Run and the County Sports among other events.

At times the school offers clubs, but this depends on willing volunteers. If you are interested in helping to run a club please get in touch with the school.

Citizenship Groups

This year we have changed the format of our citizenship groups so that each child has a voice in key citizenship work. Every child will be encouraged to have a say and lead work in the following areas:

- Pupil Voice
- Eco Group
- Junior Road Safety Officers / School Nutrition Action Group/Gardening Group
- Digital Safety

If you would be interested in helping in any of these sessions then please contact the school.

School Meals

School meals are cooked in this school and cost **£2.30** per meal (Nov 21), although **all P1-5 children are entitled to a free school meal**.

If at all possible lunches should be paid for each Monday for the coming week. Menus are sent home with the children on a Thursday afternoon to be returned by Friday so the cook has time to organise the lunches. School meals are planned at Local Authority level taking due regard of Hungry for Success. A nutritionist has been involved to ensure balance and variety. Further information can be found by following the link below:

All children are encouraged to drink water only, and they can do this throughout the school day. They will also need to bring their own water bottle to school.

Free School Meals

Free school meals and assistance with school clothing can be claimed if you are receiving any one of the following:

•Income Support

•Universal Credit (where the monthly earned income does not exceed £610).

•Income-based Job Seekers Allowance

•Any income related element of Employment and Support Allowance

•Child Tax Credit, but not in receipt of Working Tax Credit, and your income is less than £16,105 (as assessed by the HMRC)

•Child Tax Credit and Working Tax Credit and an income below £6,900 (as assessed by the HMRC)

•If you are 16 to 18 yrs old and receive any of these benefits in your own right then you can claim for yourself

•If you are an asylum seeker receiving support

•Pension Credit Guarantee Credit

To apply, please download and print the application form from the following link and return it to the catering service.

https://www.highland.gov.uk/info/878/schools/9/school_meals

Children in Primary 1 - 5

Remember if a child is in Primary 1-3 they are automatically entitled to a free school meal, no application is necessary. However applications for assistance with school clothing must still be made.

Primary 1 to 5 Free School meals are a Scottish government funded initiative

- The meal is optional.
- Primary 1 to 5 children are only entitled to a school meal at lunchtime. Parents and carers need to provide pupils with money for any other service provision in school such as morning break or breakfast
- There is no application process involved.
- Parents and carers of primary 1 to 5 children still need to apply for clothing grants where applicable.
- Parents and carers of children in Primary 6 to 7 if entitled still need to apply for free school meals following the usual process.
- For medically confirmed special diets, applications need to be completed and returned to the head teacher.
- Primary 1 to 5 children who are in a school with no meal provision will be reimbursed for every day that the child has been in attendance at school. This is based on the economic daily rate.

Health Problems

Parents should ensure that we are made aware of any problems, allergies, etc. particular to your child. Any information will be treated in confidence.

Administration of Medicines
National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.

https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.
Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.
NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.
We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.
Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.
Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.
If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Minor injuries
School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

Mental Health and Wellbeing
Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are

concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Fire Drills

These take place each term. Directions for prompt evacuation are undertaken by teacher and class. Teachers are in close supervision and are aware of the location of the nearest fire extinguisher and exit. Rules and regulations have been explained to the children and strict discipline is maintained throughout.

Major Incident in School

In the event of such an incident, e.g. fire, teachers would gather all the children in the playground (if appropriate) and check all were present. Police and parents would then be contacted before children are allowed home.

Emergency Contact Details

Emergency telephone numbers are kept at school for each family. These are updated each year.

- All parents are asked to complete the form for these and return them promptly to the child's teacher
- Parents are asked to contact the school if any changes occur in telephone numbers at home/work, or person to be contacted in an emergency

Adverse Weather

During a period of heavy snow, where conditions in the early morning might prevent school from opening for the day, parents are asked to listen to Moray Firth Radio, where an announcement would be made. There is also a telephone information service available which allows parents to listen to a recorded message from the Head Teacher. To use this service dial Highland Council's access number - **0800 564 2272** and then enter the school's pin number - **04 3110**.

You can also find information on the Council's website http://www.highland.gov.uk/schoolclosures which will be updated with information for individual schools

The Council's Facebook page at https://www.facebook.com/highlandcouncil will show updated posts on the latest news of school closures and weather related problems as well as the Council's Twitter page at https://twitter.com/HighlandCouncil will list Tweets of the latest news of school closures and weather related problems. The school will also use our online messaging system 'Seesaw' to give parents advance notice of school closure.

In the event of adverse weather conditions, e.g. heavy snow, it may be necessary to close the school early. We will endeavour to contact every parent, but if a parent is not available it may be necessary to send a child home with an emergency contact or another pupil. No child will ever be sent home to an empty house if we have been unable to contact their parent.

School Uniform

All pupils are encouraged to wear school uniform.

The school colours are navy blue and white. Fleeces, sweatshirts, polo-shirts and t-shirts can be ordered throughout the year from Image Scotland. http://tarbatoldps.imagescotland.com

Uniforms are also available from MacGregors Inverness.

Clothes should be clearly labelled with each child's name.

A form for school clothing is available for parents on income support and should be applied for each year at the end of the school session. Please ask school for a form or you can download them from **https://www.highland.gov.uk/info/878/schools/9/school_meals**

All children should change into indoor shoes each day.

Travel Arrangements

Free school transport is provided for pupils under 8 years of age, who live more than two miles from school and pupils of 8 years or more, living a distance of three miles or more from school. Any spare seats are made available to pupils who do not qualify, if their route is judged to be particularly hazardous for walking.

After School Clubs

We are lucky enough to have talented parents who have run some after school clubs for us. These have included art club, sports club and STEM club. We welcome all offers of support to help run clubs and we can help to put you forward for a PVG if you don't already have one.

Parental Involvement

Parent Council

The Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the parent council on tarbatoldprimarypc@gmail.com

Tarbat Old has an active Parent Council. Meetings are held on a regular basis and the agenda and minutes are sent out to parents. The main aim of the Parent Council is to promote positive relationships between the community, the parents, the pupils and the staff.

Present Parent Council office bearers are:

Chair	VACANT POST
Vice Chair	Moira Everett
Treasurer	Samantha Gordon
Secretary	VACANT POST

Parent Help at School

Parent help is always welcome at school and if you are free your offer of help is useful with the following:

- Supporting classroom learning
- Library
- Craft activities
- Extra-curricular activities
- Helping on school trips
- School events
- Fundraising

Supporting Your Child's Education

Why involve parents?

Parental involvement features prominently within Curriculum for Excellence; **it is your right** as a parent or carer to be involved in your child's education. This includes involvement in setting next steps for learning and evaluating against these. Parents and carers are the biggest influence in a child's development; sharing information, standards and expectations is a very important aspect of the best possible education. Evidence shows that children learn best when the school and parents work together

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: https://education.gov.scot/parentzone/

Homework

It is our policy to issue homework on school days, but not at weekends. Homework will relate to work at school and will involve no new concepts. If your child is unable to understand the work, it should be referred to the teacher next day, and should not be a cause for anxiety. The amount of homework increases as the child progresses through the school.

All children have a homework diary and a plastic homework wallet where all necessary information is kept. Parental involvement is encouraged and appreciated.

Learning is best accomplished if parent, teacher and child work as a team. Any problems which parents perceive with homework should be brought to the attention of the teacher.

Arrangements for Parents to Contact the School

The ongoing pandemic has affected the way in which we are able to engage with parents. For the latest information, please contact the school.

To avoid unnecessary disappointment, parents wishing to discuss any matter at length with any member of staff, should, in the first instance, telephone the Head teacher for an appointment. As she may be timetabled at Hill of Fearn the best form of communication is to e-mail or phone the school and ask her to contact you.

We consider contact with parents invaluable to enable parents to understand and support the general operation and curriculum of the school. Opportunities to achieve this can made through the following:

- Seesaw
- Emails
- Text messages
- Newsletters
- Letters sent home with children
- Pupil Progress Reports
- End of term assemblies/other school events

- Parents Evenings – October and March and Parent Workshops/Profiling afternoons

It should work the other way too! We look forward to hearing your views at meetings, through questionnaires, face to face, etc.

Family Learning

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

"Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage." (Family Learning Network, 2016).

At Tarbat Old we engage parents in workshops such as internet safety, literacy workshops and other curricular learning opportunities. We also provide Stay, Play and Learn opportunities in our nursery.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: https://education.gov.scot/parentzone/

https://www.children1st.org.uk/help-for-families/parentline-scotland/

School Ethos

Our vision:

Pupils who are ready and prepared for each step of their learning journey.

'Get ready and go!'

'I like the friendly atmosphere here and how we all get along.'

P7 girl

Aims:

'Ready to learn and grow'

'Ready to be an **active citizen'**

'Ready to celebrate success'

Values: **Teamwork, Trust, Honesty, Respect, Responsible**

Revised: 2017 and 2018 through consultation with staff, pupils and Parent Council. This is still draft at present and will be amended in future work.

Celebrating Achievements:

Star Awards

Two children are chosen from each class each week to receive these awards at assembly. The teachers have a choice of awards to choose from to make these more meaningful. Examples of some of these awards are 'Star Successful Learner', 'Star Enterprising Attitude' and 'Star Digital Skills'. These children then have their photos put up on a wall of fame and these achievements are shared in the newsletter and our online profiling system 'SeeSaw'.

Personal Achievements

We record achievements in school on our online profiling system 'SeeSaw' and also in the children's achievement section of their Learner Profile. We want to encourage children to think about what they have learned and what they have done well on an ongoing basis both in school and out.

House Points

Our houses are Swans, Curlews, Oystercatchers and Herons. Each child is allocated to a house and points can be earned for a variety of reasons. The Parent Council shield is given to the winning house each year. This encourages children to work hard and achieve well for the benefit of their house.

Noticeboards and Newsletters

The entrance hallway is used as a display area for a variety of achievements and parents are informed of achievements through regular newsletters, 'SeeSaw' and pupil profiles.

Star Assemblies

These present an opportunity for classes to come together to celebrate success. The sharing of thoughts, ideas and feelings are considered to be important here. The life and work of the school will be reflected through the assemblies and Mrs Jack gathers pupil views on certain subjects.

School Chaplain

Each term, Rosemary Gordon and Hazel Gill lead assemblies for special festivals e.g. Harvest, Christmas and Easter. Parents' wishes are respected if they want their children to be withdrawn from Religious Observance. Other work will be given to these children at this time.

Positive Behaviour

The school's discipline policy is based around the principle that people should be courteous to each other and should act in such a manner so as to keep themselves and others safe. Discussions take place in each class about rules, behaviour, being courteous and this is reinforced by the examples set by the staff, both teaching and non-teaching. We try to stress positive rules rather than negative ones as laid out in our 'Golden Rules':

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

A behaviour code devised by pupils and parents is in place and uses a traffic light system for the children to follow. This clearly states what behaviour is and is not acceptable and there are clear sanctions for those who do not follow the code.

If a child demonstrates inappropriate behaviour the child will be spoken to first by the class teacher to find out what the underlying problem is and time will be removed from Golden Time. If behaviour improves it is possible to earn back lost golden minutes.

If there is no improvement or the child displays more serious red behaviour the head teacher will speak to the child and a letter will be sent home stating what that behaviour was, this should be read, commented on and returned by parents.

After three red letters or more serious behaviour you will be contacted asking you to visit the school and discuss the situation with the class teacher and Head Teacher.

Persistent behaviour which shows disregard for the golden rules and/or the safety of others will be regarded as a serious matter and may, ultimately lead to exclusion, according to Highland Council procedures. We work hard at inclusion so that home and school see improvements.

Support for Learners

At Tarbat Old Primary School, we have a real emphasis on the health and wellbeing of our pupils. As such, positive behaviour will be encouraged through restorative, solution focussed and nurturing approaches.

We are committed to providing additional support for children and young people who without such support, would be unable to benefit from school education. We know that some children and young people need extra support to help them overcome barriers in learning. Children may need extra help with their education for a variety of reasons, for example:

•Difficulties with relationships

•Challenges with learning or understanding

•Problems at home

•Bullying

•A sensory impairment or communication disorder

•A physical disability

•Being a young carer or parent

•Moving home frequently

•Having English as an additional language

Every child is different and any support provided should meet their individual needs.

There are lots of ways we can support children, such as:

•Time with additional support needs staff

'Teachers explain things when you are stuck.'

•Adapting the way they are taught

•Assistance from Educational Psychologists and Speech and Language Therapists

•Equipment, such as a laptop or special seating

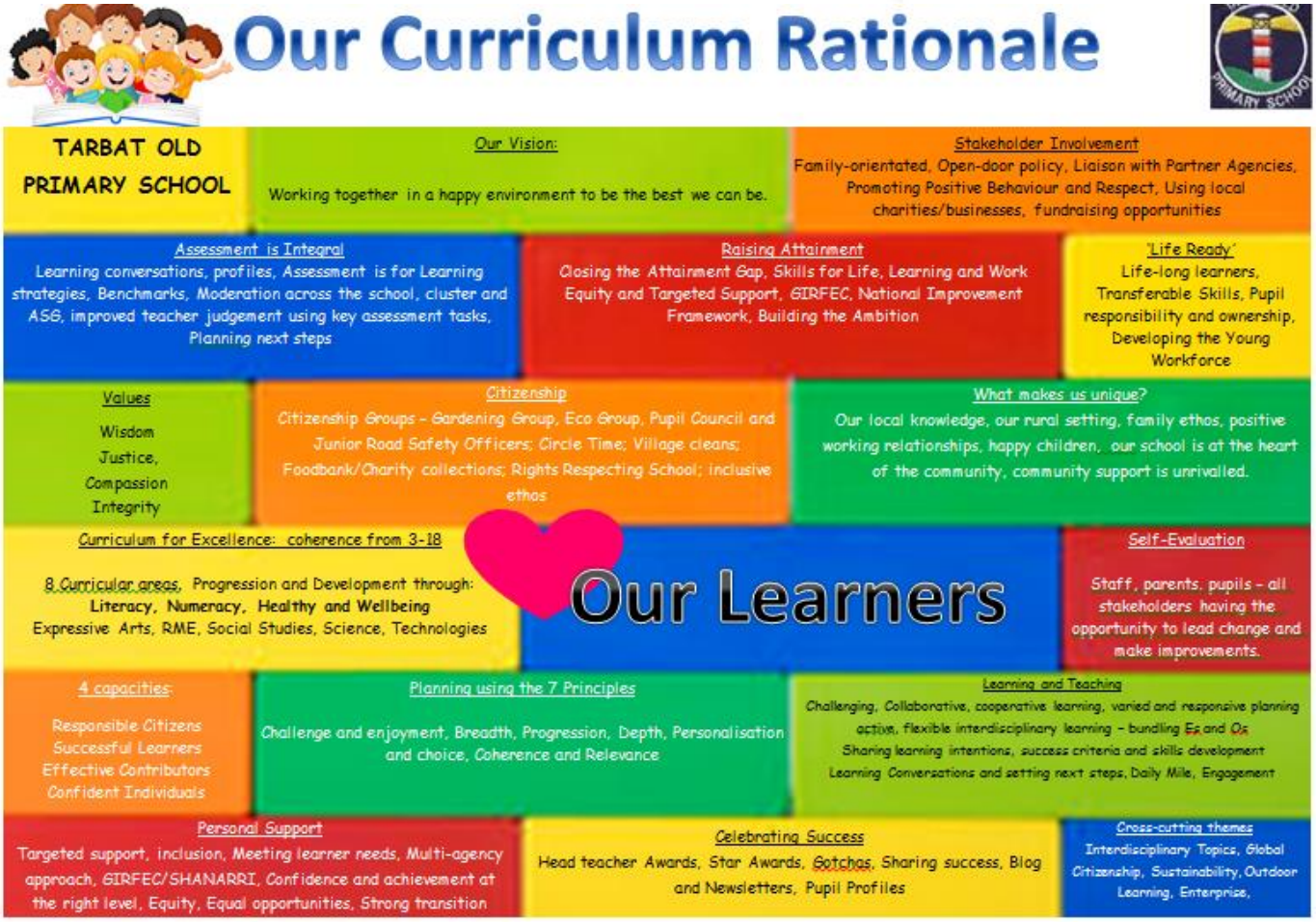
•Strategies, like using nurture rooms

We also provide a range of specialist services to help children and young people with additional support needs. Please click link for our Bullying and Positive Relationships policy. HC anti-bullying policy can be found here: https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Individual needs will be met through first meeting with parents and perhaps other agencies to ensure the correct support is given at the right time. Visit http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners for more information.

Equality and Diversity

The school promotes understanding and respect for other people's cultural identity and beliefs, according to the guidelines set out by the Highland Council. Any incident of an anti-racist nature will be considered serious. All policies and aspects of the curriculum promote inclusion for all and no tolerance of racism or stereotyping in any form.



Curriculum

As you can see, our pupils are at the heart of everything we do in school. The things that inform our practice are varied and included in our Rationale.

As with all schools in Scotland Curriculum for Excellence forms the basis of our curriculum.

Timetables are flexible to allow for links to be made between the eight subject areas e.g. skills in writing may be developed through a science topic on electricity.

Each pupil's attainment and achievement is monitored by the class teacher and the head teacher. Formal discussions about individual pupil progress take place between class teacher and head teacher twice in each school year. In addition to this there are frequent informal discussions about pupils when appropriate to ensure pace of learning is as close a match as possible to each pupil. Teachers are also making greater use of our tracking document to now track attendance, spelling and standardised test scores which give a much better overall view of the learner.

The subject areas are:

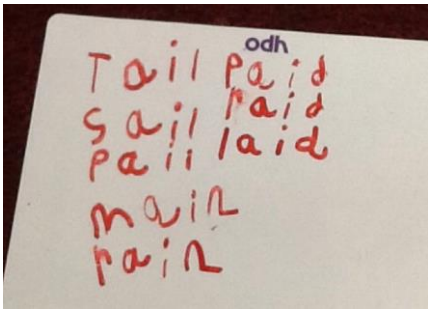
- Languages (which includes listening and talking, reading and writing and French)
- Numeracy and Mathematics
- Health and Wellbeing
- Social Studies
- Expressive Arts
- Religious and Moral Education
- Sciences
- Technologies

Within Curriculum for Excellence progression is indicated through curriculum levels, although we understand that each learner is unique and all children will have their own learning journey:

Early level	pre-school and P1 or later for some children
First level	to end of P4, but earlier or later for some children
Second level	to end of P7, but earlier or later for some children
Third and fourth levels	S1 to S3, but earlier for some children

Senior phase S4 to S6 and college or other means of study

Languages



In line with Curriculum for Excellence, our programme is designed to give our pupils opportunities to develop all aspects of language:

listening talking
reading writing

All aspects of language are considered to be important since the study of language is not only valuable for its own sake, but also a necessary prerequisite of all other areas of the curriculum. To make literacy meaningful it is taught across the curriculum. At all stages, the child is presented with a wide variety of material which is both interesting and enjoyable. The school uses some strategies from the Highland Literacy Project to support learning. This involves lessons in core reading, reading for information, exploring writers' craft, phonics, spelling and opportunities for reading for enjoyment.

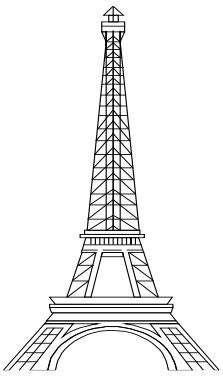
'Wraparound spelling is better and it helps more people. I feel more confident.'

P7 boy

This is done in a structured and progressive manner using a variety of resources. The school are also involved in year 2 of a spelling pilot 'Wraparound Spelling.' We aim to provide parents with feedback on the success of this after 6 weeks and then 12 weeks.

Written work is often linked to other areas of the curriculum to make it meaningful and will include opportunities for factual, creative and personal writing. Otherwise the child will progress through a systematic approach to punctuation, presentation and language structure set at an appropriate level. Children are expected to acquire the skill of listening with attention and understanding. Through activities such as discussion and drama, they will learn to interact with each other and express their own ideas and feelings with confidence.

Progress in reading, writing, listening and talking is monitored and recorded systematically and involves both teacher and pupil.



French

All children in P1-7 are taught French through games and activities. Throughout the day, some instructions will be given in French to enable the children to become accustomed to hearing a foreign language. The Highland Council Programme of Work is followed and links with Curriculum for Excellence to allow a progressive route through learning French in the Primary Years.

'Teachers make learning fun and this makes it easier for me to learn.'

P6 girl

Numeracy and Maths

Within Curriculum for Excellence Numeracy and Maths are organised into three areas

1. Information Handling
2. Number, Money and Measure
3. Shape Position and Movement

'I like to do sums. I like learning in maths.' P3 boy

From the early stages children will explore and apply mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions in a variety of ways. Whenever possible, the children will be shown the application of a concept learned in a real situation. Therefore much of the work will be of a practical and active nature. Learning without real understanding of the process tends to turn the pupils off when they come up against a different method. A balance of knowledge and skills will be embedded into the curriculum and developed across the curriculum. A range of resources are used to support this including Heinemann Active Maths, SumDog and the Highland Numeracy Progression as well as approaches such as Outdoor Learning.

Mental agility is an ongoing activity at each stage and is practised daily. Strategies to help children develop agility with numbers are encouraged.

All pupils are assessed in maths in an on-going basis; the children are involved in this process along with the class teacher.

Health and Wellbeing

Each year, through the study of a variety of health topics, the children are given opportunities to develop knowledge, understanding and skills which they need for mental, emotional, social and physical wellbeing now and in the future.

'There's a big playground and lots of room.'

P6 girl

Learning through health and wellbeing enables children to:

- Make informed choices
- Experience challenge and enjoyment
- Experience positive aspects of healthy living
- Apply knowledge and skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education

This is done through specific health and wellbeing lessons and also across the curriculum as appropriate and within the general ethos and life of the school.

Examples of health and wellbeing topics are:

- Food and Health
- Substance Misuse
- Mental, Emotional and Social Wellbeing

Where appropriate, input from people such as the police, nurse or dentist is requested.

Parents will be informed by letter before sensitive aspects of Health and Wellbeing, such as sexual health, are taught. Information about content will be given and the opportunity to withdraw children from these lessons if appropriate.

Physical Education, Physical Activity and Sport

This is part of the Health and Wellbeing curriculum. The school provides wide ranging activities which suit all ages and abilities. Each class has 2 hours of PE timetabled weekly. We have a visiting specialist, Ms Swanson, for P.E. each week.

Children are encouraged to be active and given opportunities to sample a range of activities throughout their time at Tarbat Old. The school have recently been involved with the Ross County Rural Schools programme.

Tarbat Old Primary has maintained Health Promoting Status Level 4.

We also encourage a Daily Mile. The children and staff walk around the pitch for 20-30 minutes which enables the children to be 'ready to learn' by the time they enter the classroom. We have found the informal chat as they walk/run has helped cement relationships between staff and pupils and has been beneficial for the mental health.

Social Studies

Social studies provide a means for children to find out about the world around them and explore their relationship with it.

The three main areas covered are:

- People, past events and societies
- People, place and environment
- People, society, economy and business

These have been organised by the school into cross curricular topics with a strong local and Scottish element which is built upon to look at the wider world. Examples of possible topics are:

Early / first level

- My Village
- Portmahomack Now and in the Past
- A Day in the life of…

Second level

- Local Industry
- A Country Beyond Europe
- Twentieth Century Scotland

Class teachers and pupils may also decide on other topics of study which meet the interests and needs of pupils. We try where possible to integrate other curricular areas, e.g. health, language into our social studies topics.

Science

The school uses the Highland Science Programme through which children will the meet the Science experiences and outcomes of Curriculum for Excellence. Links are made with other areas of the curriculum as appropriate.

The areas covered are:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

These topics can be adapted to meet the needs and interests of pupils. The experiences and outcomes in science provide opportunities for children to develop and practise a range of inquiry and investigative skills and to develop scientific analytical thinking skills. There is an emphasis on environmental issues throughout the science programme.

Expressive Arts

Through the primary school, the children will have the opportunity to express ideas and emotions based on first hand experiences of their surroundings.
The ideal opportunity presents itself in the expressive arts, through the enjoyment of music, art, drama and movement.
Frequently, the work undertaken will be linked to other curricular areas, e.g. language or environmental studies.

Art and Design

Art and design are important areas of our primary school curriculum. A wide variety of skills and techniques are tackled each year to give children experience of different mediums. Class teachers provide tasks, often related to pupils' direct observation and to the content of class topics.

'Art is really fun. We get to be creative.'

P7 boy

Music

The school is fortunate in having the help of a weekly visit from a strings' instructor and also a drumming instructor through Highlife Highland. They give tuition in violin and drumming to those children who show an interest and ability.

The Youth Music Initiative enables younger pupils to receive regular Kodaly singing and P5-7 to have regular instruction from Feis Rois. The classroom teachers co-ordinate their programme of work according to classroom topics to give progression in the skills of listening, singing, music making. Above all, enjoyment is the main concern.

Drama and Dance

The school makes use of the Out of Eden project to enable all children to work with an Eden Court outreach teacher on drama and dance.

The school uses a variety of teachers of dance from out with the school to motivate and enthuse pupils in this area.

We also put on a Christmas play each year in which the whole school are involved, this combines drama and music and is enjoyed by all.

In addition to this the school participates in the Tain Associated School Group Dance competition each March.

Religious and Moral Education

The main aim in this area of education is to help the child in the search for meaning, value and purpose. Other aims are to enable the children to develop positive self-image and to have good relationships with other people. A helpful and caring attitude to their own community and the world they live in is to be encouraged. Through selected stories which illustrate religious and moral commitment, the aim is to increase knowledge of Christianity and other world religions.

Religious Observance Withdrawal

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance. Alternative arrangements will be made for these pupils.

'I like learning about the Chromebooks and having fun on them!' P5 boy

Technologies

The curricular area of technologies is intended to tap into children's natural inventiveness and creativity and their desire to work in practical ways. Through technologies children are motivated to develop skills and acquire knowledge and understanding of their world.

Technologies is organised into the following framework:

- Digital literacy
- Food and textile technology
- Technological developments in society and business
- Craft, design, engineering and graphics
- Computing science

In technologies the children will develop an understanding of technology in the world around them and the contributions various technologies make to society.

They will learn a variety of skills from problem solving and organisational skills to using tools, computers and software.

Class teachers teach and practise computer skills on a daily basis throughout learning and teaching in the curriculum. We have also bought Chromebooks which the pupils

have enjoyed using and we are beginning the journey of using these and investigating what they have to offer.

Skills for Life, Learning and Work

'I like to learn sign language as it's a good skill to have.'

As a school we have identified a range of transferable skills as a focus for development. This skills development will be planned and assessed and pupils will be aware of the skills they are developing and how they will be of use throughout life in a variety of situations, particularly in numeracy, literacy and health and wellbeing. These skills will be linked to work situations and the developing the young workforce agenda.

Pupil Choice and Involvement in Planning

All pupils will be given appropriate choice within their learning. This will take place in a range of ways for example:

- A pupil may be asked to research a famous Scot but be given choice as to whom to research.
- A pupil may be asked to present information on renewable energies but have choice as to how they present their information e.g. report, PowerPoint, poster
- A pupil may have spellings to practice, but be given choice as to how to learn these
- Classes will be involved in planning topics for study and at times in which topic to study
- Pupils will be given opportunities to work individually or as part of a group
- All pupils are involved in setting their own targets for learning each term and working towards achieving these targets

You can find out more about Curriculum for Excellence through reading our curricular polices a list of which is included in the School Policies and Practical Information section of this document.

You can also visit:
https://education.gov.scot/parentzone/
and Skills Development Scotland – My World of Work which is useful for parents of children who are moving up to secondary school. http://parents.myworldofwork.co.uk/

Assessment & Reporting

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

Pupils will reflect on their progress, achievement and best work on their SeeSaw e-portfolio.

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with their class teacher in the first instance.

Tracking

Tracking is recorded in maths, reading, writing, listening and talking.

We have identified the important steps in learning at each level of the curriculum for maths, reading, writing, listening and talking. These support class teachers' planning for learning and are used to track pupil achievement and progress as they move through the school.

Assessment for Excellence

Each session P1, P4, and P7 pupils sit online standardised assessments in reading, maths, arithmetic, spelling, ability and attitudes. The results of these tests are used to identify areas of strength and where development is required for individuals, groups, classes and as a school.

Summary of Pupil Progress

In November and May each year discussion takes place between class teachers and head teacher as to the progress of each individual pupil. Highland Council has issued the following statements and one statement from each section is used to report progress to parents. These statements tell how well a child is performing in relation to other children at the same stage and how well they are making appropriate progress for them taking into consideration their ability and circumstances.

In terms of performance against age and stage

- is consistently performing beyond the expected standard for his/her stage
- is consistently performing at the expected standard for his/her stage
- is sometimes performing at the expected standard for his/her stage
- is not yet performing at the expected standard for his/her stage

In terms of personal progress

- Making very good progress through consistent application to learning activities.
- Making appropriate progress through consistent application to most learning activities
- Some progress being made but this is hampered by inconsistent application to learning activities
- Not making appropriate progress due to inconsistent application to learning activities

Reporting to Parents

The school use a profiling system called 'SeeSaw' which parents can connect to, view and comment on work that has been happening throughout the year and a fuller report using Highland Council's format is issued in May.

Parent evenings will be held in November and March. Class teachers, head teacher and support for learning teacher are all available at these meetings.

At other times through the year discussions on progress will take place with parents if and when appropriate.

If parents have a concern at any time about their child's progress or how to support them they should contact their child's teacher to arrange a meeting.

Transitions

Transfer from Nursery to Primary

Enrolment for P1 takes place in February each year and is advertised in the local press and on posters at the school and around the village. Because there is a Nursery in Tarbat Old the majority of our pupils already know the school well.

Three mornings are planned in June for all new P1 children to join the class. During one of these mornings there will be an opportunity for parents to meet with the head teacher to find out more about the school and ask any questions they may have.

If further transition arrangements are required these will be arranged on an individual basis.

Transfer between Primary Classes

For many children the transition between classes and classrooms causes no anxiety or concern as pupils throughout the school have frequent opportunities to work and play together. This allows pupils to get to know other pupils and staff throughout the school.

However there may be times when transitions between classes cause worry or upset for pupils. If this is the case arrangements will be made to reduce stress for pupils as much as possible. Pupils and parents will be involved in decisions as to how this will be done.

Transfer from Primary to Secondary

Most pupils transfer to Tain Royal Academy for their secondary education. To make the transition as easy as possible, teachers from the Academy visit the school to meet the children and discuss the school routine. Pupils also have the opportunity to spend 3 days at the Academy. During this time they will follow a normal timetable and be placed in their prospective classes. Further visits for sporting fixtures and problem solving days etc. prior to admission are also arranged. Pupils will sometimes be provided with an enhanced transition which will be planned with staff from the secondary destination. You will be fully involved and kept informed of this. The pupils in P7 are also involved in a transition residential trip. This has taken place in different locations over the years e.g. Loch Eil, Loch Insch, Craggan Outdoor Centre to name but a few! This gives the pupils chance to get to know the other P7s from the Tain Associated School Group and over the 3 day visit they build teamwork skills and confidence.

Tain Royal Academy, Scotsburn Road, Tain, Ross-Shire, IV19 1PS. 01862 892121

Head teacher: Mr Mark Jones

Support for Pupils

Additional Support Needs

Class teachers, in conjunction with Additional Support Needs Teacher monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:
http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners
Support for Learners Website

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher, Gemma Jack. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the class teacher in the first instance or Mrs Jack, Head Teacher. Concerns will be recorded by the school and a record of action taken will also be noted. Please also visit Parentline: https://www.children1st.org.uk/help-for-families/parentline-scotland

Children with Additional Support Needs

If your child has any additional needs please ensure that the school is fully aware of these when you enrol your child. If concern arises once a child is in school parents will

be contacted quickly and appropriate guidance and support sought from other agencies where appropriate.

Further information on provision for children with additional support needs and where to get further information can be obtained from the school or for more information and advice visit the Support for Learners Website: **Support for Learners Website** Education Scotland information. My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs http://enquire.org.uk/myrightsmysay

Support for Learning Teacher

A Support for Learning teacher gives classroom assistance 1 day per fortnight. The teacher may remove pupils from class to work with individuals or small groups or may work in the class alongside the class teacher. Pupils may have input from the support for learning teacher for a variety of reasons including ongoing difficulties, short term difficulties or challenging more able pupils.

Pupil Support Assistant (PSA)

We have one Pupil Support Assistant providing support for many of the children. Our PSA may support lessons such as reading or maths, provide support for pupils in the playground or in the canteen etc. Pupils with special needs may require the help of an assistant for some or all of the time. Our PSA also supervises the playground at break time and lunch time on Tues, Weds and Thursdays.

The individual learning and social / emotional needs of children are considered when allocating support.

Child protection – Highland Council Protection Inter-agency Guidelines

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.
In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.
All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.
COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from Mrs Jack or online at
http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527; http://enquire.org.uk/ email info@enquire.org.uk Support for Learners Website: http://enquire.org.uk/ Education Scotland information. My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs http://enquire.org.uk/myrightsmysay

The Highland Council's policy on provision for children with additional needs can be found at: http://www.forhighlandschildren.org/5-practiceguidance

For more information you can contact the Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 or the Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

The Scottish Child Law Centre is also an organisation providing free legal advice to young people.

School Improvement

- **This year, because of the pandemic, all schools in Highland are focusing on certain key priorities as followings:**
  1. **Health and wellbeing**
  2. **Recovery of learnng, teaching and assessment**
  3. **Attainment in session 2020/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)**

Each year the school issues a Standards and Quality Report detailing the main achievements of the school over the last 12 months. A paper copy can be requested from the school.

Our latest report from HMIe can be viewed at:
http://education.gov.scot/inspection-reports/highland

School improvements are planned each session, below are brief outlines of the school's priorities for improvement over session 20/21. The full document is available upon request.

Improvement Priority Title	What exactly are we going to do?
Recovery from Covid-19 School Closures: 1) Health and wellbeing 2) Recovery of learning, teaching and assessment 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)	• *Ensure a robust tracking and progression of Health and Wellbeing* • *Baseline assess pupils to find out where they are now and where the gaps are to inform planning. Ensure all pupils are able to access their Google Classroom.* • *As above, with more regular meetings between staff to plan for breaking down barriers.*
1) Nursery: Planning in the Moment	• *Children and staff will have shared ownership of the planning and learning experience.*
5) Tain ASG listening and talking	• *Collegiately update our Tain ASG planners to take into account the benchmarks and ensure progression.*

Pupil Equity Fund

The school are working to address the poverty related attainment gap.

School Policies

Policies

The following policies are available for parents in the office and a copy can also be requested.

- Child Protection
- Administration of Medicines
- Health and Safety
- Internet Access
- Adverse Weather
- Dealing with Drug Related Incidents
- Road Safety
- Behaviour
- Positive Relationships and Bullying Prevention
- Promoting Equality and Diversity
- Emergency Planning Procedures
- Absences
- Equal Opportunities
- Quality Assurance, Monitoring and Evaluation

- Partnership with Parents
- Homework
- Learning, Teaching and Assessment
- Health Promotion

- Handwriting
- Presentation of Work

- Social Studies
- Maths
- Problem Solving
- Science
- Technology
- Spelling
- Phonics
- Reading
- Writing
- Listening and Talking
- Religious and Moral Education

- Expressive Arts

Highland Council School Policies can also be accessed through http://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines

Data about Pupils

Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher, Mrs Jack.

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from http://www.gov.scot/Topics/Statistics/ScotXed .

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

http://hi-hope.org/directory/listing/16plus-planning

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made

publicly available by Scottish Government.
The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:
https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme. **The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.**

Why do we need your data?
In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:
o plan and deliver better policies for the benefit of all pupils
o plan and deliver better policies for the benefit of specific groups of pupils
o better understand some of the factors which influence pupil attainment and achievement
o share good practice
o target resources better
o enhance the quality of research to improve the lives of young people in Scotland

Your data protection rights
The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website
http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation
Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and

that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Military Families

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools

Please get in touch with your child's named person or the Head Teacher if you have any concerns.

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.